

Carlton Primary School Equalities Plan – July 2015

The school is also required to produce an accessibility plan for increasing disabled pupils' participation in the school curriculum. This is incorporated into a separate document.

Definition: A new Equality Act came into force on 1 October 2010. The Equality Act brings together over 116 separate pieces of legislation into one single Act. Combined, they make up a new Act that provides a legal framework to protect the rights of individuals and advance equality of opportunity for all.

What this means for Carlton: Based on school data to identify and target the gaps of ethnic groups/genders falling behind, and also ensuring all of our children, parents and staff are not discriminated against, an equality action plan has been produced-linked to our school development plan.

Equalities Curriculum

Aims	Actions	Success criteria	Training	People	Resources	Budget
Equality working party to meet to discuss, and arrange consultations, around the development of updated Equality Objectives for 2014-17.	<ul style="list-style-type: none"> *Initial meeting Jan15-decided on consultation targets *Follow up meeting to agree objectives-May15 *Submit to governing body-June15 	<ul style="list-style-type: none"> *Attendance at meetings ok key stakeholders *Publishing of new action plan and objectives for 2014-17 	n/a	Inclusion team LOL-PSHE/Sci Governors Parents	Old plan New plan	n/a
Publish and promote the updated Equality Objectives through the school website, newsletter, school brochure, staff meetings and through school community events	<ul style="list-style-type: none"> *Publish updated objectives on website-Sept15 *Share with staff-INSET Sept 15 *Coffee Morning for parents Aut15 	<ul style="list-style-type: none"> *Staff/parents are aware of new plan/new objectives for school 	n/a	AH Inclusion team Staff Parents	Plans Objectives (in order to share)	n/a (possible if needs translation)
Recognise and represent the talents of disabled pupils in Talent and Excellence programmes, and ensure representation on the programmes fully reflects the school population in terms of race and gender.	<ul style="list-style-type: none"> *Cross reference the Talented and Excellence register with the disabilities register to identify pupils Aut15 *Analyse and monitor T&E list to see if reflects school population Aut15 	<ul style="list-style-type: none"> *The T&E register will include children with disabilities *The T&E register will represent the entire school population 	n/a	AH Inclusion team	Registers of children	n/a

Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body on a termly basis.	<ul style="list-style-type: none"> *Ensure staff is aware of how to monitor/record any racist incidents/language Sept15 INSET *Half-termly view of monitoring book *Supporting staff with parent discussions as and when. 	*Racist incidents/language between children decreases to nil	n/a	AH All staff Governors	Incident monitoring book	n/a
Creation of an updated school disability register and termly analysis of the pupils on the register-both academic and participation in external provision.	<ul style="list-style-type: none"> *Update of school disability register-April15 *Cross reference children with disabilities to academic attainment/progress and external provision participation-Aut15 *Address needs if any identified 	*Children with disabilities are making progress in-line with their peers and take a full role in wider school life.	n/a	AH	Disability list School data	n/a
Promote Governor vacancies with leaflets in accessible formats, by involving disabled young people / parents in design and specifically welcoming applications from disabled candidates. Enrol parent of child with disability to join the Equalities Working Party developing 2014-17 objectives	<ul style="list-style-type: none"> *Meeting with parents to join Equalities working party-June 15 *Discussion on how to promote upcoming governors vacancies 	<ul style="list-style-type: none"> *A parent of a child with a disability is part of the equalities working party for the 2015-16 school year *Governors vacancies are promoted in an accessible way for all 	n/a	AH Governing body Headteacher	Leaflets/ Pamphlets	*Any cost for leaflets-around governor vacancies
Ensure all pupils are given the opportunity to take part in the wide range of clubs offered at Carlton. Targeting specific groups and children that have not been participating the term previously. For example: WB Children in academic clubs, Bengali children-hmwk clubs	<ul style="list-style-type: none"> *Targeting White British and Bengali pupils for homework club (letters/texts and phone calls) *Targeting all children from previous year that did not take part in a club 	<ul style="list-style-type: none"> *White British and Bengali pupils attendance increases at homework club *Year upon year, the number of children not taking part in an extended provision club decreases 	n/a	AH Behaviour for learning support Class teachers	Club register Class lists Club data	n/a
Publishing and review of Local Offer	<ul style="list-style-type: none"> *Review of Local Offer provision-Sept15 *Creation of resource file online-Summer Term15 *Update Provision Map, Myplan and costings-Summer + Autumn15 	<ul style="list-style-type: none"> *Local offer is reviewed and updated on website *MyPlan and Provision map are updated and fit to purpose for school *Resource file is used by teachers-Wave 1 	SPC training 2014/15	Lead SENDco Inclusion Team AH/DH	Costing list SEN documents	n/a

Re-Audit of disabilities taught within the curriculum and the quality of resources Analysis of curriculum maps-ensure disability awareness is embedded	*Each leader of learning looks at curriculum to see if anything around disabilities taught. Numeracy-dyscalculia, etc... adding to curriculum map to increase awareness with children- Beginning Autumn15	Children's awareness of disabilities (and the range of disabilities) will grow Disability awareness will be embedded in various parts of the curriculum	n/a	Leaders of Learning AH SLT	Curriculum documents	n/a
Updating Anti-Bullying policy to add any current changes or amendments -Annual anti-bullying week -Kindness Day	*Updating anti-bullying policy with current guidance and recommendations- June15 *Creation of a pamphlet to summarise the policy and procedures around bullying for parents/published on website- Autumn 15	Policy is updated and approved by governing body-put on website Pamphlet is accessible in electronic and hard-copy format at school for parents	n/a	AH PSHE LOL	Pamphlet Website	Cost of printing pamphlets
Updating School Drugs Policy and Sex & Relationship Education Policy (along with parent pamphlets summarising each) –September 2014 action	*Update both policies and submit to governing body for approval- April15 *Create pamphlets summarising policies and publish on website, hard copies for office- Finalised Sept15	Policies are updated, approved by governors and published on website Pamphlet is accessible in electronic and hard-copy format at school for parents	n/a	PSHE LOL	Pamphlet Website	Cost of printing pamphlets
Equalities Knowledge and Use of Data						
Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	*Analyse termly achievement data around both: gender, ethnicity, and socio-economic factors. Add disability in Autumn15 . *Target support/adjustments for key groups that are under-achieving	Awareness of key trends and focus groups termly in order to make adjustments and target the appropriate support	n/a	AH Inclusion Team	PPT	n/a
Develop staff knowledge of ASD/Dyslexia/Physical needs/Sensory Processing and identification within Camden Guidelines Delivering training to meet specific staff needs	*Programme of CPD throughout the length of the School development plan to increase awareness around pupil specific needs Beginning Autumn15	Staff becomes more aware of specific student needs and in identifying them Staff feel more confident to make adjustments to support children with additional needs effectively	Staff CPD- twilights, INSET	SENDCo AH Teaching staff Support staff	Training resources Online toolkit	n/a

Setting up interventions on new PPT system to see effectiveness, and measure attainment/progress with increased time efficiency	<ul style="list-style-type: none"> *Introduce coding for interventions and link to PPT-Autumn15 *Analyse pupil progress after having targeted interventions-measuring effectiveness-Autumn15 	Interventions of monitored and evaluated for impact on pupil progress	PPT training	DH AH SENDCo Office staff	PPT Intervention data	n/a
<p>Carlton Community Week: An annual week where children develop a deeper understanding and knowledge of the range of disabilities and how they do/do not impact on learning, life and relationships.</p> <p>2014/15: 13th-17th July 2015</p> <p>2015/16:</p> <p>2016/17:</p>	<ul style="list-style-type: none"> *Planning of week activities-topics to focus on and range of visitors across the school-June15 (on-going) *Feedback from pupils to measure impact of week (July15, then on-going) *Investigate how to plan more on-going health work in to the PE and PSHE curriculum-Autumn15 	<p>Children will have an increased knowledge of how to live healthily</p> <p>Children will be able to make positive health choices about their lives</p>	n/a	AH PSHE LOL School Nurse Teaching staff	Support materials Visitors and presentations	Possible cost if visitors
Update Audit of Staff with disabilities	<ul style="list-style-type: none"> *Audit of staff with disabilities through 1-1 meetings with staff-June15 *Final audit in Sept15 then finalise list for school-Sept15 	The school has a secure register of staff with disabilities (and how to adapt for/support where necessary)	n/a	AH Staff	Register of names	n/a
Increase the participation from White British Families in the Borough Wide White British Project	<ul style="list-style-type: none"> *Project Oracle *Targeting of key families for participation in project *First day attendance calls 	<p>Increase in engagement in WB parents/carers</p> <p>Increase in WB pupil attendance</p> <p>Raised achievement of WB FSM pupils</p> <p>Increased participation of WB parents/carers in school life</p>	n/a	Deputy Head SLT		n/a
Equalities Ethos and Environment						

Action points from Equality Objectives: 2014-17

- *Closing the attainment across the school in KS1 for Girls and PP children
- *Closing the attainment gap in writing for WB boys and Kosovan children to broadly in line
- * Reduce the % of fixed term exclusions for pupils with SEN/D to be in line with their peers;
- *To accelerate progress in Writing for Somali Boys across the school.
- *Improve the quality of provision for high attaining pupils;
- *To close the gap between White British, Bangladeshi, and Asian Other pupils' attendance and school attendance target (96%)
- *To close the gap between the attendance of pupils with educational statements and the school attendance target (96%)
- *To reduce persistent absenteeism Age 5 to 11;
- *To improve the percentage of KS1 pupils attending afterschool and homework clubs year upon year;
- *To reduce the number of homophobic comments made year on year.
- *To broaden pupils' understanding of SEN and disabilities within pupils
- *To reduce the amount of WB children involved in lunch and playtime behavior incidents (28% vs 18% of school population)

Action points from SEN Objectives: 2014-17 that support the Equalities Plan:

- Enhancing parental involvement and confidence in the school's SEN/LDD provision;
- To enhance parental understanding of SEND, support available and the school's local offer;
- Monitor parental engagement and pupil progress for pupils including those with SEND;
- Close the gap in attendance between pupils with SEND and peers;
- Listening to children with SEN/LDD through My Plan and pupil survey
- Developing aspects of support and intervention for children not making expected progress, especially in mathematics and literacy (evaluate wave 2 and 3);
- Continue to support transition for children with SEN/LDD between years and into the next stage of education or alternative type of education if required, improve home to school transition (when SEND additional info not available from admissions);
- Ensuring that specialist agencies and services support the progress and well-being of children with SEN/LDD;
- Ensure that 100% SEND pupils make at least 2 levels progress across KS 1-2 (target to be updated Sept 2015);
- To ensure that 100% of pupils have an reading age equivalent to their chronological age by the end of year 6;
- To ensure that 100% of pupils have a numerical age equivalent to their chronological age by the end of year 6;
- Reduce the % of fixed term exclusions for pupils with SEN/D to be in line with their peers;
- Reduce the incidence of prejudice based bullying to zero;
- Ensure the representation of SEND pupils on the school council is in line with the % of pupils with SEND in the school
- To calculate the achievement gap in performance of pupils with disabilities compared with other key groups